

# Texas Education Agency Standard Application System (SAS)

<b>2014–2016 Educator Excellence Innovation Program</b>		
<b>Program authority:</b>	General Appropriations Act, Article III, Rider 47, 83 <sup>rd</sup> Texas Legislature	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>  <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Received  Texas Education Agency  2014 JUN 22 PM 2:20  Document Control Center </div>
<b>Grant period:</b>	April 1, 2014, to August 31, 2016	
<b>Application deadline:</b>	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
<b>Submittal information:</b>	<b>Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</b> <div style="text-align: center;"> Document Control Center, Division of Grants Administration  Texas Education Agency  1701 North Congress Ave  Austin TX 78701-1494 </div>	
<b>Contact Information:</b>	Tim Regal: <a href="mailto:Tim.Regal@tea.state.tx.us">Tim.Regal@tea.state.tx.us</a> (512) 463-0961	

## Schedule #1—General Information

### Part 1: Applicant Information

Organization name Palacios ISD	Vendor ID #	Mailing address line 1 1209 12 <sup>th</sup> St.	
Mailing address line 2	City Palacios	State TX	ZIP Code 77465
County- District #	ESC Region #	US Congressional District #	DUNS #
Campus number and name 158-905 001 Palacios HS	3	27	09-7311955

**Primary Contact**

First name Lynne	M.I. L	Last name Mumme	Title Director of Assessment/HR
Telephone # 361-972-5491	Email address <a href="mailto:lynnem@palaciosisd.org">lynnem@palaciosisd.org</a>		FAX # 361-972-3567

**Secondary Contact**

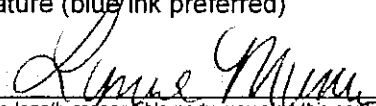
First name Vanessa	M.I.	Last name Kunefke	Title Director of Curriculum
Telephone # 361-972-5491	Email address <a href="mailto:vanessak@palaciosisd.org">vanessak@palaciosisd.org</a>		FAX # 361-972-5491

### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

#### Authorized Official:

First name Lynne	M.I. L	Last name Mumme	Title Director of Assessment/HR
Telephone # 361-972-5491	Email address <a href="mailto:lynnem@palaciosisd.org">lynnem@palaciosisd.org</a>		FAX # 361-972-3567
Signature (blue ink preferred)			Date signed

  
Only the legally responsible party may sign this application.

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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On this date:

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
x <input type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
x <input type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
x <input type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
x <input type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Palacios ISD is in need of highly qualified teachers in the areas of ELA, Math, Science, Social Studies and Career and Technical Education. Palacios is a small rural community located on the gulf coast between Houston and Corpus Christi. It has been hard to recruit and retain qualified teachers in this area. We are in need of a program to help recruit and retain teachers at the secondary level in these needed areas. We are preparing our students to be ready for post high school academic endeavors and CTE certifications for employment once they graduate. After hiring the highly qualified teachers we need to provide training, guidance, assistance, professional development, instructional strategies, further certifications and innovative programs in order to retain these teachers.

Budget Development – The budget was developed beginning with the Instructional Coach who will work with the secondary campuses. Salary was based on an experienced teacher with a hiring incentive. Next we identified Teacher Mentors in the identified areas of English Language Arts, Math, Science, Social Studies and Career and Technical Education to be the liaison between the Instructional Coach and the Mentees in our district. A stipend for additional duties and responsibilities was included. Last we identified the number of Mentees we will work with in each of these areas to receive certification in a high need area and provide a stipend once the certificate has been earned.

Demographics – Our school district is a Title I district with 58.1% of our students Economically Disadvantaged. We also have 60.6% of our students in the Hispanic category with 22.5% White, 3.9% African American and 11.3% Asian. With our high Economically Disadvantaged population it is important for our district to make every effort to provide instruction to our students in the areas of post high school academic endeavors and CTE endorsements so they will be able to have an advantage to be employed upon graduation. In order to do this we must have teachers that are highly qualified and certified in the basic core subjects and the CTE classes.

Needs Assessment Process – Every year each Campus Improvement Team and District Improvement Team review state assessments, graduation requirements and teacher certifications to determine needed goals. The Campus Improvement Plan and District Improvement Plans are reviewed throughout the year and adjustments made as needed.

Management Plan – We are designating an Instructional Coach that will be able to assist administration, mentors and mentees in designing a program for certification, professional development, instructional strategies, guidance and assistance. We have allowed for team meetings, observations, consultant visits and summer training for mentors and mentees.

Program Evaluation – Mentees and mentors will be observed once every 2 weeks to determine areas of need. Six weeks assessments, benchmark tests and state assessments in addition to locally developed observation sheets and rubrics will be used for discussion with the mentees and mentors.

Statutory Requirements –

Palacios ISD is committed to hiring and retaining the best teachers possible in order to provide the skills necessary for students to pursue advanced academic endeavors and to receive certification or endorsements in the CTE areas. This will allow more of our students the opportunity to be ready for the workforce upon graduation. Palacios ISD will make every effort to continue the support of our mentees and mentors by providing a stipend for additional duties and responsibilities.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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# Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 158-905				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 <sup>rd</sup> Texas Legislature									
Project period: April 1, 2014, through August 31, 2016				Fund code: 429					
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)		Year 2 (9/1/14 – 8/31/16)			Total Budgeted Costs	
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs		Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$178,750	\$20,000	\$198,750	178,750	\$20,000	198,750	
Schedule #8	Professional and Contracted Services (6200)	6200	\$32,000	\$	\$32,000	\$32,000	\$	\$32,000	
Schedule #9	Supplies and Materials (6300)	6300	\$10,000	\$	\$10,000	\$10,000	\$	\$10,000	
Schedule #10	Other Operating Costs (6400)	6400	\$6,000	\$	\$6,000	\$6,000	\$	\$6,000	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	\$	\$	\$	
Total direct costs:			\$226,750	\$20,000	\$246,750	\$226,750	\$20,000	\$246,750	
Percentage% indirect costs (see note):			N/A	\$	\$	N/A	\$	\$	
Grand total of budgeted costs (add all entries in each column):			\$226,750	\$20,000	\$246,750	\$226,750	\$	\$246,750	
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1		Year 2				
			\$246,750		246,750				
Percentage limit on administrative costs established for the program (10%):			x .10		x .10				
Multiply and round down to the nearest whole dollar. Enter the result.			\$24,675		\$24,675				
This is the maximum amount allowable for administrative costs, including indirect costs:									

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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# Texas Education Agency Standard Application System (SAS)

## Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
<b>Academic/Instructional</b>					
1	Teacher			\$	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
<b>Program Management and Administration</b>					
4	Project director		2	\$20,000	\$20,000
5	Project coordinator			\$	\$
6	Teacher facilitator	1		\$64,000	\$64,000
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
<b>Auxiliary</b>					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
<b>Other Employee Positions</b>					
15	Title			\$	\$
16	Title			\$	\$
17	Title			\$	\$
18	Subtotal employee costs:			\$84,000	\$84,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
19	6112 Substitute pay			\$4,000	\$4,000
20	6119 Professional staff extra-duty pay			\$90,000	\$90,000
21	6121 Support staff extra-duty pay			\$	\$
22	6140 Employee benefits			\$20,750	\$20,750
23	61XX Tuition remission (IHEs only)			\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$114,750	\$114,750
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			\$198,750	\$198,750

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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By TEA staff person:

**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

**Professional Services, Contracted Services, or Subgrants Less Than \$10,000**

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Professional Development for Instructional Coach	<input type="checkbox"/>	\$8,000	\$8,000
2	Professional Development for Mentors	<input type="checkbox"/>	\$8,000	\$8,000
3	Professional Development for Mentees in Math	<input type="checkbox"/>	\$5,000	\$5,000
4	Professional Development for Mentees in Science	<input type="checkbox"/>	\$5,000	\$5,000
5	Professional Development for Mentees in CTE	<input type="checkbox"/>	\$6,000	\$6,000
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$32,000

\$32,000

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000**

1	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	

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**Schedule #8—Professional and Contracted Services (6200) (cont.)**

County-District Number or Vendor ID: 158-905

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$

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**Schedule #8—Professional and Contracted Services (6200) (cont.)**

County-District Number or Vendor ID: 158-905

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	
(Sum of lines a, b, c, and d) Grand total		\$	\$	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:

<b>Schedule #9—Supplies and Materials (6300)</b>							
County-District Number or Vendor ID: 158-905					Amendment number (for amendments only):		
<b>Expense Item Description</b>							
6399	<b>Technology Hardware—Not Capitalized</b>						
	<b>#</b>	<b>Type</b>	<b>Purpose</b>	<b>Quantity</b>	<b>Unit Cost</b>	<b>Year 1</b>	<b>Year 2</b>
	1	Ipads & covers	Evaluations and professional development access	10	\$600	\$6,000	\$6,000
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$4,000	\$4,000
<b>Grand total:</b>						<b>\$10,000</b>	<b>\$10,000</b>

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 158-905

Amendment number (for amendments only):

Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
<b>Grand total:</b>		<b>\$</b>	<b>\$</b>

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #11—Capital Outlay (6600/15XX)**

County-District Number or Vendor ID: 158-905

Amendment number (for amendments only):

**15XX is only for use by charter schools sponsored by a nonprofit organization.**

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX/15XX—Technology hardware, capitalized</b>					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX/15XX—Technology software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX/15XX—Equipment, furniture, or vehicles</b>					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>					
29				\$	\$
<b>Grand total:</b>				<b>\$</b>	<b>\$</b>

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 158,905

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

**Total enrollment:**

Category	Number	Percentage	Category	Percentage
African American	17	3.9%	Attendance rate	97.1%
Hispanic	262	60.6%	Annual dropout rate (Gr 9-12)	.9%
White	97	22.5%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	99%
Asian	49	11.3%	TAKS commended 2011 performance, all tests (sum of all grades tested)	12%
Economically disadvantaged	251	58.1%	Students taking the ACT and/or SAT	67%
Limited English proficient (LEP)	14	3.2%	Average SAT score (number value, not a percentage)	1275
Disciplinary placements	13	2.8%	Average ACT score (number value, not a percentage)	19.9

**Comments**

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	.9	2.5%	No degree	0	0%
Hispanic	4	11.4%	Bachelor's degree	DNA	DNA
White	30.3	86.1%	Master's degree	DNA	DNA
Asian	0	0%	Doctorate	DNA	DNA
1-5 years exp.	4.9	14%	Avg. salary, 1-5 years exp.	\$45,478	N/A
6-10 years exp.	7.5	21.2%	Avg. salary, 6-10 years exp.	\$52,054	N/A
11-20 years exp.	13	37%	Avg. salary, 11-20 years exp.	\$55,411	N/A
Over 20 years exp.	8.8	25%	Avg. salary, over 20 years exp.	\$59,671	N/A

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											128	96	97	111	432
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>											128	96	97	111	432

**Part 4: Teachers to Be Served with Grant Funds.** Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											7	7	7	7	28
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>											7	7	7	7	28

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By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Palacios ISD currently has a need for highly qualified teachers in the areas of Math, Science and Career and Technology. We provide the local district stipend in the areas of Math and Science, but do not have the funds to provide stipends for any additional area.

The district has a \$500 incentive for notification of early retirement by January 15<sup>th</sup> in order to allow additional time to recruit and hire necessary staff to fill the high need areas.

Highly Qualified Staff - With grant funds we hope to increase the stipend for hiring experienced teachers who hold a needed Math, Science or CTE certification. Palacios currently has several acute shortage area positions in the math and science area with teachers who are not currently highly qualified.

Instructional Coach - With grant funds we plan to hire an Instructional Coach who will work with our mentor teachers to assist them in collaboration with mentees and school administration to plan professional learning that is team based, job oriented, sustained over time, aligned with TEKS standards and linked to school and district improvement goals. The coach advocates for, facilitates and supports the work of the mentor. The coach will provide support to mentors through instructional coaching, mentoring, professional development, technical assistance, and/or classroom demonstrations, as well as workshops and online staff development sessions. He/She will be able to manage programs and have good organizational skills. The coach should demonstrate skills in problem solving, listening, collaboration and diplomacy and provide resources and support for the mentors as they plan and lead each mentee. He/She will help to build a confidential relationship with the mentors and mentees to maintain a high level of trust between coach, mentor and mentee.

Mentors - We would like to provide our mentor teachers with a stipend to take on additional duties and responsibilities for mentoring teachers who are pursuing additional certifications. Meetings will be held during the school day, before and after school and on weekends. These mentor teachers will also provide instructional strategies, guidance and observations. They will provide written and oral communications with the mentees. They will conduct regular visits to the classroom, provide one to one mentoring support to the mentee, collaborate with the Instructional Coach to identify the school learning needs by analyzing appropriate data and developing plans that include problem-solving, high quality professional development to address identified instructional needs and engage in reflective practice to support each mentee. They will work with each mentee as they monitor student achievement data to determine the impact of instructional strategies on the learning of all students.

Mentees - We also would like to provide teachers, who pursue additional certifications in Math, Science or the CTE areas, a stipend when the certification has been obtained. Mentees will receive training, monitoring and coaching by the Instructional Coach and their mentor throughout the year. They will be observed weekly and have weekly meetings to discuss strategies, data, goals, student achievement, technology, and professional development needed.

External Consultants - External consultants will be contracted to provide assistance and professional development activities. Region 3 ESC staff in addition to content specific consultants based on needs of the campus will be hired to work with teachers on campus.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Hiring experienced teachers with Math, Science or CTE certificates.	Provide a one time hiring stipend to those experienced teachers who hold a current certificate in Math, Science or CTE. These new teachers must be employed by Palacios ISD for a minimum of 2 years.
2.	Hire an Instructional Coach who will work with the mentors and mentees at the secondary level in the areas of professional development, instructional strategies, guidance and assistance.	Provide ongoing training opportunities for the coach in addition to a one time stipend. They will provide ideas for differentiated instruction, planning lessons in partnership with certified teachers and working across curriculum areas.
3.	There is a need for positive and productive conversations with mentors to inspire a passion for making our school better.	Provide department heads or mentors a stipend for additional duties and responsibilities working with mentees and the Instructional Coach. Mentors will provide ongoing observations, training, instructional strategies and ideas to sustain teaching skills over time. They will share instructional resources, web sites, readings, unit plans and assessment tools.
4.	Daily collaboration with classroom teachers who have not received needed certification is needed.	Provide ongoing training opportunities for teachers to obtain certification in the high need area. The teachers will be provided guidance and assistance, opportunities to observe excellent teaching and sustained strategies over time. This will help teachers implement new ideas by demonstrating, co-teaching, observing and giving feedback.
5.	Professional development	Professional development workshops and consultants are needed areas to offer training and feedback to staff. This will include consultant fees for travel and services.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Instructional Coach	15-20 years experience at the secondary level.
2.	Campus Mentors	Campus teachers with required certification in the areas of Math, Science or CTE.
3.	Mentees	Current or new teachers who have not received required certification in the areas of Math, Science, or CTE.
4.	External consultants	Experts in the field of research based best practices.
5.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Hiring experienced teachers	1. Recruit experienced, certified teachers	March 2014	August 2016
		2. Retain experienced teachers	May 2014	August 2016
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Instructional Coach	1. Recruit an Instructional Coach	March 2014	August 2014
		2. Hire an Instructional Coach	March 2014	August 2014
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Mentors	1. Train mentors to work with coach and mentees	April 2014	August 2016
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Mentees	1. Provide prof. development, collaboration & incentives	April 2014	August 2016
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Consultants	1. Bring consultants beginning April/May for training	April 2014	August 2016
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each year the Campus Improvement Team and the District Improvement Committee, along with input from the entire faculty, reviews the campus and district goals for instruction. Adjustments are made based on state assessments, feedback from the CIP team and from staff. Goals and objectives are adjusted throughout the year to meet the needs of students and staff.

As changes are made, the Campus Improvement Team is notified during ongoing meetings of changes or adjustments. At the end of the school year all material is reviewed and new goals and objectives are added or adjusted.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently Palacios ISD had an early retirement incentive of \$500 for teachers that inform the district by January 15<sup>th</sup> that they will be retiring.

The district currently pays a \$4,000 stipend to the Math and Science teachers in the critical need areas. Palacios ISD currently offers no stipends to Social Studies, ELA or CTE teachers.

Palacios ISD plans to continue with this Educator Excellence program in order to retain committed and highly qualified teachers.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	PDAS walkthroughs and formal evaluations	1.	Improvement in areas such as instructional strategies, data disaggregation, and classroom management
		2.	In the PDAS summary teachers should score exceed expectations in 60% of the 8 domains.
		3.	
2.	Local observations forms specific to content area.	1.	Each teacher in each specific content area will have specific goals related to their content and show improvement in each area developed in their rubric.
		2.	
		3.	
3.		1.	
		2.	
		3.	
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Using the PDAS evaluation system the mentees will be observed and evaluated throughout the year.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

**Statutory Requirement 1: Required** - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

**Instructional Coaching Program** – This program will require an experienced teacher with at least 15 years experience as an educator with preferred skills or training in leadership. The coach is an advocate for , facilitates, and supports the work of the teacher. This person will analyze problems and offer advice based upon their past leadership experience. They will advise better ways to generate full engagement and transformation results using the latest research in coaching methodology. This person will be able to initiate and navigate their way through coaching relationships and conversations. They will interact with teachers in other disciplines and collaborate with Teacher Mentors in assisting with professional development for mentees. Coaches will look at how components of the curriculum link together and how to use the curriculum in planning instruction and assessment. The Instructional Coach will be able to look at and use data to drive classroom instruction.

The coach will meet weekly with mentors and mentees in the high need areas. Substitutes will be hired to cover classes when meetings are necessary during the school day.

**Mentorship** – This program will require identified, certified, experienced teachers to serve as role models to new or uncertified teachers. Their program will be teacher-centered and the mentor will demonstrate, advise and teach. Coaches will focus on strength-based coaching to identify areas the mentee excels in. These mentors will share instructional resources, materials and readings to share with students. They will share professional resources such as articles, books, lessons/unit plans and assessment tools. Mentors will attend trainings that will help them provide effective teaching strategies that include ideas for differentiating instruction or planning lessons in partnership with fellow teachers and look at research-based classroom strategies and methodologies. They help teachers implement new ideas by demonstrating a lesson, co-teaching or observing and giving feedback. The mentor will also be an advocate for sufficient preparation, time and support for their colleagues to work in teams to engage in job-embedded professional learning. They will provide constructive feedback to colleagues to strengthen teaching practice and improve student learning. Mentors should be a sounding board and trusted confidant. By observations between mentee and student engagement data can be collected to see if mentees should adjust teaching engagement patterns. A one time stipend of \$10,000 will be paid to the Mentors.

Mentors and mentees will meet weekly with the Instructional Coach. Substitutes will be hired to cover classes when meetings are necessary during the school day. Mentors will observe mentees at least twice during a six week period with a discussion time the same day.

**Mentees** – Mentees will gain self-awareness, responsibility and choice by learning new models of instruction and organization. We will provide better ways to balance their tasks and work load. These teachers will be encouraged to engage in a more productive and life-giving professional development conversations. The teachers will learn to improve their own performance to generate better student outcomes and positive school climate. Performance and improvement goals will be set to track progress of students. Coaches and mentors should agree on minimum standards of performance and work towards those goals.

Mentees will be provided professional development in their content area to aide in obtaining certification.

A one time stipend of \$5,000 will be paid to the mentee upon completion of certification requirements.

Mentors and mentees will meet weekly with the Instructional Coach. Substitutes will be hired to cover classes when meetings are necessary during the school day. Mentees will be observed by mentors at least twice during a six week period with a discussion time the same day.

**External Consultants** – Several programs will be developed for consultants to come to the school for observations and feedback.

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

**Statutory Requirement 2: Required** - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Multiple observations – In addition to the regular required PDAS walk-through and formal observation by the campus principals, mentors and mentees will be observed twice a week by the campus principal, Instructional Coach or mentor. In addition, mentees will be allowed to video tape their instruction on a regular basis for their own personal feedback after observations, meetings and professional development trainings.

Observation Rubric – The PDAS module will be used in addition to locally developed observation forms provided through professional development trainings, outside consultants or collaboration with Instructional Coach and mentors. There will be different rubrics based on the subject.

Goals of pre and post observations – The goals of the additional pre and post observations should be teacher-centered in order to help demonstrate, advise, and improve teaching. It should be based on a no-fault concept where mentors and coaches listen to reduce defensiveness and increase teacher engagement in their own professional development. This will be a collaborative effort. Emphasis will be on strengths and what is working in the classroom, identifying areas of positive practice, and building self-efficacy. From here brainstorming strategies and ways of moving forward will be discussed. Emphasis will also be placed on collaboration between both parties.

Campus principals and the instructional coach will be trained in the PDAS module. Instructional coach and mentors will be trained in the use of the locally developed observations rubrics.

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

**Statutory Requirement 3: Required** - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Formal Evaluation Process – We intend for the Instructional Coach and/or the mentor teachers to be able to observe the mentees two times per week. Meetings will be held each week to review observations and discuss concerns and ways to improve. All domains in the PDAS module will be looked at in addition to rubrics developed locally for each individual content area.

Measures of Teacher Performance-

Student Growth – Student growth will be determined by ongoing six week assessments and observed progress in the classroom using the locally developed rubrics.

Teacher Self-Assessment – Teachers will be asked to video tape themselves for viewing over lessons after discussions with mentor and coach.

Student Evaluations - Student evaluations will be conducted weekly throughout the school year.

Formal Evaluations will be conducted by the campus principals and the Instructional Coach. Observations will be twice a week with weekly meetings to discuss observations. PDAS evaluations will be conducted twice a year and the summative evaluation will be in May.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

**Statutory Requirement 4: Required** - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Collaboration/meetings during school week – Each week either during the school day, before school, after school or on the weekend the Instructional Coach and mentor will be required to meet with the mentees to review observations, strategies, suggestions, readings and data to determine strengths and weaknesses of mentees. Collaboration and guidance on working towards certification in needed areas will be discussed also. Substitute teachers will be provided for these meetings. Mentors will work one-on-one and in small groups with the instructional coaches to help improve teaching and learning. They will make resources and materials available; arrange for professional development as determined through the meetings. The mentors will help mentees analyze instructional needs in their classroom and reflect on their own coaching as they help the teachers strengthen their practice.

Regular visits from outside consultants hired by the district will take place eight times per year. They will regularly visit the classrooms to consult with the mentors, coach and mentees. The consultants will be highly experienced educators, knowledgeable about subject matter content, professional development and state standards, requirements, and curriculum.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

**Statutory Requirement 5: Required** - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

**Professional Development** – Professional development will be a large part of this program. The Instructional Coach and mentors will attend trainings to help develop strategies for use in the classroom based on observations. Based on observations Palacios ISD is committed to a rigorous evaluation of mentoring and coaching so that educators can learn what works, what needs improvement, and how instructional strategies affect student achievement.

Outside consultants will be brought in based on needs determined by the principal, coach and mentors to assist mentees by observing, modeling and co-teaching. They will help analyze student achievement data which will impact instructional decision making. They will assist the teacher in how to interpret data from the state and the DMAC system for instructional planning that will have a positive impact on student achievement.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

**Statutory Requirement 6: Required** - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Instructional Coach – The salary for the coach will be based on the current salary compensation plan for Palacios ISD. All workshops and training will be paid for by Palacios ISD. No additional compensation will be paid to the coach.

Mentors – Each department mentor, in one of the high need areas, will be paid a stipend of \$10,000 to work with the mentees in their department. Additional duties and responsibilities will be required of the mentors which include; weekly observations, weekly meetings with mentees and coach. Research and knowledge of the content area and an ability to collaborate with others on differentiated instruction and strategies.

Mentees – Mentees will be paid \$5,000 upon completion of the state certification program for their high need area. Payment will be made upon a state certificate being issued in that area.

Outside Consultants – Outside consultants will be paid for a contract period over the course of the school year. Estimated times are 2 times per semester.

Highly Qualified Personnel – Palacios ISD will offer a one time stipend of \$10,000 for teachers who are certified and experienced in a critical need area identified in the grant. Teachers will be required to remain employed in Palacios ISD for a minimum of 2 years.

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County-district number or vendor ID: 158-905

Amendment # (for amendments only):

**Statutory Requirement 7: Preferred** - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Palacios ISD currently pays a stipend of \$4000 to Math and Science teachers at the secondary level who are certified and employed at least half-time.

For those teachers that express their intention of retiring by January 15<sup>th</sup> of each year, an additional stipend of \$500 is paid. This allows the district to begin looking for a certified person earlier.

Upon receiving grant funds Palacios ISD would like to recruit and hire the following:

Highly qualified personnel – Palacios ISD would like to recruit and hire certified personnel in the areas of math, science and career and technology content area during the 2014-16 school years. Teachers will be required to remain employed with Palacios ISD for a minimum of 2 years. .

Instructional Coach – The Instructional Coach position will be a new position and will be paid the salary based on the current compensation plan with Palacios ISD. No additional funds/stipends will be paid. The coach must have at least 15 years experience as an educator.

Mentors – Palacios ISD will determine mentors based on years of experience and certification in the critical need areas for the campus.

Outside consultants – Consultants will be selected from a variety of areas based on the campus needs. Region III ESC personnel and consultants from specific needs areas that cannot be covered by current Palacios personnel will be contracted to provide assistance.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

**Statutory Requirement 8: Preferred** - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Our mentoring program will provide the opportunity for our current department heads or those with state certification in the critical needs areas to provide help and guidance to our mentees. They will be provided opportunities to meet with mentees and the coach during the week with substitutes covering classes or setting up times before, after school or on weekends at the convenience of the mentor and mentee.

The mentors will receive additional training to be able to assist in problem solving and in developing action plans for school improvement and student achievement. They will receive the skills necessary to implement research-based instructional practices and strategies, increase student engagement, build teacher capacity and raise the level of student achievement. The mentor will collaborate with the instructional coach in an effort to help teachers transform classrooms to the 21<sup>st</sup> Century learner-centered environment. The mentors will assist in the design and implementation of the mentees' professional development opportunities provided by the school, district, ESC and other outside agencies. Other opportunities include face to face workshops, webinars and written materials.

We hope to develop additional mentors through this program and increase student achievement.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

**Statutory Requirement 9:** If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

**Statutory Requirement 10:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

NA

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

**Statutory Requirement 11:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

**Statutory Requirement 12:** If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

**TEA Program Requirement 1:** Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Palacios ISD currently has a need for highly qualified teachers in the areas of Math, Science and Career and Technical Education. We provide the state stipend in the areas of Math and Science, but do not have the funds to provide stipends for any additional area.

The district has a \$500 incentive for notification of early retirement by January 15<sup>th</sup> in order to allow additional time to recruit and hire necessary staff to fill the high need areas.

With grant funds we hope to increase the stipend for hiring experienced teachers who hold the needed Math, Science or CTE certifications.

With grant funds we plan to hire an Instructional Coach who will work with our mentor teachers to assist them in collaboration with mentees and school administration to plan professional learning that is team based, job oriented, sustained over time, aligned with TEKS standards and linked to school and district improvement goals.

We would like to provide our mentor teachers with a stipend to take on additional duties and responsibilities for mentoring teachers who are pursuing additional certifications. These mentor teachers will also provide instructional strategies, guidance and observations.

We also would like to provide teachers who pursue additional certifications in Math, Science or CTE area a stipend when the certification has been obtained.

We would like to contract with outside consultants in the areas that Palacios ISD does not have experienced teachers to serve as mentors.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

**TEA Program Requirement 2:** Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

March 2014 – Advertise for highly qualified teachers in the areas of math, science and career and technical education.

April 2014 – Advertise for Instructional Coach for the secondary campus

April-May 2014 – Begin training of campus mentors in critical needs areas of math, science and career and technical education.

Summer 2014 – Continue training of campus mentors and collaborate with new Instructional Coach using state assessment data, local assessment data, campus goals and objectives.

August 2014 – Begin observations and training with coach, mentors and mentees.

Every 2 weeks – Observations by instructional coach, principals, and mentors.

Weekly – Coach and mentors will meet with mentees on observations.

Benchmark tests – Benchmark tests will be conducted in the Fall and the Spring prior to state assessments and data will be reviewed by coach, mentor and mentee.

Six weeks assessments – Ongoing data from classroom assessments will be reviewed on a regular basis by the coach, mentor and mentee.

June 2015 – State assessment results will be reviewed for student progress.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 158-905

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

High school staff in the critical need areas met and offered ideas and suggestions for the development of this plan. The plan was also reviewed by the District Educational Improvement Committee. All were in agreement that this plan will provide the best instruction for teachers and student achievement.

**TEA Program Requirement 4:** Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participation in the EEIP program will be limited to the Palacios High School.

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